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*The Art of Teaching and Studying Languages.* By FRANÇOIS GOUIN.  
Translated from the French by HOWARD SWAN AND VICTOR BÉTIS. \$1.75.  
*A First Lesson in French.* By FRANÇOIS GOUIN. \$0.80.

D. APPLETON & COMPANY.

*Longer French Poems.* By T. ATKINSON JENKINS.

ISAAC PITMAN & SONS.

PITMAN'S *French Commercial Reader.* Commercial Letters and a Complete List of Commercial Abbreviations, and an Exhaustive Vocabulary of Different Words. Pp. 208. \$0.85.

WILLIAM R. JENKINS.

*Le mariage de Gérard.* By ANDRÉ THEURIET. With Explanatory Notes in English by PROFESSOR RALPH EMERSON BASSETT. 12mo. Cloth, \$0.85; paper, \$0.60.

*Les aventures du dernier abencerage.* By CHATEAUBRIAND. Edited with Notes and Vocabulary, by V. E. ERANÇOIS, A.M. 18mo. Paper, \$0.25.

*En voyage.* By T. M. CLARK. Conversations in French and English, adapted to the use of tourists and classes. 12mo. Cloth, \$0.75.

*En son nom.* By EDWARD EVERETT HALE. Translated by MARY PRINCE SAUVEUR, with Preface and Notes by DR. L. SAUVEUR. 12mo. Paper, \$0.60.

*Divided Proverbs.* An amusing and instructive game, especially for teachers and students of the English, German, French, and Spanish languages. In a box, \$0.50.

SILVER, BURDETT & COMPANY.

*An Elementary French Reader.* By GASTON DOUAY, Assistant Professor of the French Language and Literature, Washington University, St. Louis. Pp. 397. \$1.

THIERS'S *La campagne de Waterloo.* Edited by OVANDO B. SUPER, Ph.D., Professor of the Romance Languages, Dickinson College. Pp. 110, with map. \$0.40.

CORNEILLE'S *Le Menteur.* Edited by JACOB SEGALL, Professor of the Romance Languages, University of Maine. Pp. 180. \$0.40.

FRANCE'S *Monsieur Bergeret.* Edited by F. H. DIKE, Instructor in French, Massachusetts Institute of Technology. Pp. 302. \$1.

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#### BOOKS RECEIVED.

[The notice here given does not preclude the publishing of a comprehensive review of any of these books.]

*Longmans's School Geography.* By GEORGE G. CHISHOLM AND C. H. LEETE  
New York: Longmans, Green & Co. Pp. 513. \$1.50.

Presumably a collection of maps is to accompany this book, as there are none in it. The information given is of the very general sort which enables one to learn

something about almost every land without really becoming well acquainted with any one. The authors frequently show that they have not traveled much in the countries described—a too prevalent error in our writers of geographies.

*Introduction to Classical Greek Literature.* By WILLIAM CRANSTON LAWTON. New York: Charles Scribner's Sons. Pp. 367. \$1.20.

This work seem to lack the virtue of a useful handbook and not to measure up to the standard of an interesting literary production. We are surprised that in the introduction there is no mention of Mr. Fowler's book in the "Twentieth Century Series" or Mr. Capps's *From Homer to Theocritus*.

*Commercial Geography.* By JACQUES W. REDWAY. New York: Charles Scribner's Sons. Pp. 406. \$1.25.

This is a very interesting book, up to date, with excellent illustrations and maps. It might almost be a supplementary reader, the content is so interesting; and herein lies the danger in its use as a text-book. The ordinary teacher—of whom there are many—may be content with what is here recorded, whereas these chapters are but suggestions, with just enough content to stimulate interest and to offer a good foundation of facts.

*Money, Banking, and Finance.* By ALBERT S. BOLLES. New York: American Book Co. Pp. 336. \$1.25.

This book is designed especially for text-book purposes in a commercial high school, but inasmuch as it is a brief, practical treatise on the theory of money, and the practice and usages of banking, it will be a useful book in any high school, and is just the class of book that ought to be in the reference library.

*Our Government.* By J. A. JAMES AND A. H. SANFORD. New York: Charles Scribner's Sons. Pp. 271. \$0.75.

This is a distinctly useful book, and may be used with profit in the last year of the high-school course. This particular time seems best, that the full value of the book may be appreciated and the excellent references to periodicals, etc., may be used.

*History of Coinage and Currency in the United States.* By A. B. HEPBURN. New York: The Macmillan Co. Pp. 666. \$2.

The teachers of history as well as the teachers of economics in our high schools should have this book, and it should be in the reference library of the school. It deals with a subject too little understood, yet everywhere discussed, and, as the author says, the "contest for sound money" is a perennial subject.

*Geographic Influences in American History.* By A. P. BRIGHAM. Boston: Ginn & Co. Pp. 366. \$1.25.

This is a successful attempt to combine the materials of history and geography so as to show their interrelations. The arrangement is mainly geographical; the illustrations and maps are excellent supplements to the interesting content.

*Physiology for Beginners.* By W. M. COLEMAN. New York: The Macmillan Co. Pp. 181. \$0.90.

This book is intended for the "intermediate and lower grammar grades"—a curious way of mixing up our educational nomenclature. It purports to "inculcate practical truths concerning health," and though in many respects the work is well done,

yet the profusion of illustrations in a book on physiology for children is not to be commended. The illustration on p. 42 of the little girl using a tape measure before a mirror to find her chest expansion is much more interesting than the illustration on the opposite page of the lungs and heart in all their internal hideousness. The practical nature of the book is illustrated on p. 58, where "father" is shown with one hand in his pocket, while with the other he is trying to adjust his suspenders which have no pulley — a serious error according to this book. More hygiene and less physiology as such is what our elementary grades need.

*The Elements of Physiology.* By W. M. COLEMAN. Pp. 364. \$0.90.

This is a text-book for use in high schools where physiology is taught as a science. The book is profusely illustrated, including colored plates and manikin.

*The Teacher's Guide to Elementary Physical Geography.* By W. M. DAVIS. Boston: Ginn & Co. Pp. 80. \$0.30.

Professor Davis has written two books on this subject, and has had the advantage of ascertaining the difficulties that perplex the teacher who endeavors to handle this comparatively new subject in our schools. That their work may be helped and made more significant, he has issued this little handbook, based upon the questions that have been raised by the teachers at work.

*The Ship of State.* By "Those at the Helm." Boston: Ginn & Co. Pp. 264.

The title of the book and the generalization of the authors attract one to this book. The men at the helm are President Roosevelt, who writes of the Presidency; Senator Lodge, of the senator; the late Thomas B. Reed, of the congressman; Justice Brewer, of the Supreme Court; and so in eight additional chapters various aspects of our national government are treated of by experts. These articles appeared first in the *Youth's Companion*, and in this book form ought to be particularly useful as supplementary reading.

*Organic Chemistry.* By W. A. NOYES. New York: Henry Holt & Co. Pp. 534.

The author states that the radical departure in this book from the method of treatment in general use, consists in the dropping of the division into "fatty" and "aromatic," compounds and in the adoption of what appears a more fundamental and logical classification.

*American History and its Geographic Conditions.* By ELLEN CHURCHILL SEMPLE. Boston: Houghton, Mifflin & Co. Pp. 406. \$3.

The opening sentence of this work gives the topic and suggests the possibilities: "The most important geographical fact in the past history of the United States has been their location on the Atlantic opposite Europe; and the most important geographical fact in lending a distinctive character to their future history will probably be their location on the Pacific opposite Asia." Then through nineteen chapters Miss Semple takes us over this country and blends in a wonderfully interesting manner geography and history, showing the interdependence and causal relations. Such chapters as the geographical distribution of immigration, of cities and industries, and of railroads are particularly interesting.

*The Educational Theory of Immanuel Kant.* Translated and edited by EDWARD F. BUCHNER. Philadelphia: J. B. Lippincott & Co. Pp. 309.

We are under a decided obligation to Mr. Buchner for this work, in which he has brought together just what has been needed to fill a gap in the history of education. Kant's philosophy has so overshadowed his pedagogy that many have forgotten, if ever they knew, that he lectured upon the latter subject. The introduction sets forth the nature and difficulties of the task, and is a clear presentation that prepares the reader to enjoy the book. This is a real contribution to education.

*New Physical Geography.* By RALPH S. TARR. New York: The Macmillan Co. Pp. 457. \$1.

The main difference between this book and the author's other books now in use and relating to the same subject, lies in the introduction of a much fuller treatment of life in its relation to the land, air, and ocean, the human interest of each topic being emphasized. The book is richly illustrated with legitimate and significant half tones of photographs.

*A Synoptic Text-Book of Zoölogy for Colleges and Schools.* By ARTHUR W. WEYSSE. New York: The Macmillan Co. Pp. 545. \$4.

The author has tried to incorporate in this work such facts as are adapted to American college students or high-school students in their final years. The opening chapters deal with the more important general principles underlying the biological sciences. Zoölogy is defined, the phenomena of living matter are treated of, the relation of the protoplasm to the cell, the cell to the tissue, the tissue to the organ, and the organ to the individual; and then are given the fundamental principles of zoölogical classification. The second part is devoted to a description of the various animal types, while the third part deals with the general principles of zoölogy.

*A Modern School.* By PAUL H. HAANUS. New York: The Macmillan Co. Pp. 306. \$1.25.

One could hardly call this a sequel to *Educational Aims and Educational Values*, and yet the inclination to do so is strong, for in every chapter one harks back to the positions taken by the author in his previous book and the development of the practical ideas there advanced makes very interesting reading. We hope to publish a review of this book, but wish to mention now the chapters on "Obstacles to Educational Progress" and "Education as a University Study" as having a special interest and significance.